

THE PROFESSIONAL STATUS OF BOYS BASKETBALL  
COACHES IN IOWA CLASS AA  
HIGH SCHOOLS, 1968

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A Field Report  
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The School of Graduate Studies  
Drake University

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In Partial Fulfillment  
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Master of Science in Education

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by  
Duane Paul Kramer

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## CHAPTER I

### INTRODUCTION

The tremendous growth and expansion of competitive athletics in America during the last quarter of a century is without parallel in history. More people of all ages are actively participating in a wider variety of activities than ever before. Every section of the country has countless thousands of teams, leagues, and conferences.

Stadiums, ballparks, basketball pavilions, and indoor facilities are being taxed far beyond their capacity due to the great spectator interest. Through the media of radio, television, and the sports pages of newspapers, millions more people are vicarious participants.

With such a growth in athletics and sport activities a heavy responsibility is entrusted to coaches who are well prepared. These individuals must be professionally prepared to impart to today's youth the finer points of the game, set a worthy example and coach in such a manner as to serve in the best interest of the youth under his direction. The professional preparation and leadership of the coach combined with adequate facilities will determine the quality of program offered to the participants and the spectators.

Educational administrators are demanding better preparation to improve the coaching profession. The coach should have a background in physical and biological science, athletic skills, social sciences, education, humanities, and certain physical education subject matter.

Only in this way will it be possible for the coach to best serve the youth of this country.<sup>1</sup>

Coaching has experienced its growing pains. It has progressed from a part time job to one of the most responsible teaching jobs in the school system. We now find advanced degrees are a rule rather than the exception. In the 1966-67 academic school year, 2,200 men were conferred the Master's degree in physical education.<sup>2</sup> As of June, 1967, 24 universities in the United States offered the doctorate in physical education.<sup>3</sup>

For the prospective coach undergraduate experience on an athletic squad is almost a prerequisite.<sup>4</sup> Actual varsity game experience is very valuable. There is no other way one can gain a complete understanding of the problems, worries, sacrifices to win and the composite characteristics of the athlete.

The successful coach must be more than a good teacher of his sport. He must have goals that provide the driving power behind his personality. Most coaches, in the final analysis, consider themselves as educators of boys and not as managers of sports and coaches of

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<sup>1</sup>Charles A. Bucher, Foundations of Physical Education (St. Louis: The C. V. Mosby Company, 1968), p. 44.

<sup>2</sup>Majorie O. Chandler, Higher Education, National Center for Educational Statistics, United States Department of Health, Education and Welfare (Washington, D. C.: Government Printing Office, 1968), p. 13.

<sup>3</sup>The College Blue Book (Los Angeles: College Planning Programs, Ltd., 1968), II, pp. 331-334.

<sup>4</sup>John D. Lawther, Psychology of Coaching (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1950), p. 7.

sports techniques. The coaching of sports and their fundamentals are mediums or methods through which the educator-coach functions in his effort to give his boys more than a sports education.

If one desires to develop expert qualifications as a coach, he must also receive the best training possible in the rudiments of the sport he is going to teach. The coach must also have a thorough understanding of the total make up of the youngsters under his direction. He must possess a knowledge of the psychology of teaching and appreciate one's self and one's relationship to others. He will be as strong as he is prepared in each of these important areas. Being weak in one area will act as a deterrent factor to his optimum operating efficiency.<sup>1</sup>

## I. THE PROBLEM

Statement of the problem. The purpose of this study was to determine the professional status of the boys basketball coach in Class AA high schools in Iowa. The study pertained to the characteristics, standards, and ethics of the coaching profession.

Importance of the study. Today more than ever before, the public is concerned about the professional preparations and qualifications of their educators. Athletics play a major role in educational institutions, therefore, this study attempted to investigate the professional preparation of the leaders of the boys basketball programs.

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<sup>1</sup>Charles A. Bucher, "Professional Preparation of the Athletic Coach," Journal of Health, Physical Education and Recreation, XXX (December, 1959), 27-28.



Procedure. Recent publications were used in a review of the related literature concerning the professional status of the high school coach. Noted authorities in the field of health and physical education and athletics were also cited to substantiate this information.

The data were collected through a survey by means of a questionnaire sent to the boys basketball coaches in the 128 Class AA high schools in Iowa. This questionnaire was validated by 40 Class A boys basketball coaches in Iowa.

Limitation of the study. This study was limited to head coaches of boys basketball in the 128 Class AA high schools in the state of Iowa, as determined by the Iowa High School Athletic Association, based on the three year average daily attendance.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The purpose of this chapter was to give some information and general background material on the high school coach. The available material relating directly to the professional status of the high school coach is somewhat limited.

Athletic competition in schools has come to be an American tradition and institution. In the late 1800's the athletic squads were coached by the team captain. In order to improve the caliber of play, alumni eventually took over this function. Some 60 years ago some of the larger colleges and universities began hiring professional coaches. These pioneers were generally outstanding players who had no formal training in physical education and athletics.

Although athletics came into our schools with a decidedly professional and perhaps questionable heritage, today interschool games have reached unprecedented high amateur and ethical levels. Once the administrators of high schools took over the job of directing athletics, it was not long before interscholastic athletics were established on an educational basis in the schools of the nation. Since then, the problem has been to maintain proper perspectives as they involve the player, the spectator, the school, and the community.<sup>1</sup>

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<sup>1</sup>Charles E. Forsythe, Administration of High School Athletics (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 2.

Like any other new activity in the school program, the athletic program was not accepted by all. Schools who had questionable athletic programs had no time for an organized, supervised, and educational athletic program. Since every institution had different ideas as to the functions of their athletic programs and activities, there were no common methods of control.

In order to control as well as to settle their athletic problems, schoolmen realized that state athletic associations must be organized. This movement received its impetus in the early 1900's. It was natural for the high schools to pattern their programs and policies on those of the colleges and universities.

In many respects this was fine and successful, but in others it was a complete failure. It was fortunate in that it enabled schoolmen to follow successful patterns. It was unfortunate because many high schools attempted to duplicate en masse the athletic programs of institutions of higher learning. Schoolmen soon realized that since there was academic and social differences between high school and college students, so there were corresponding differences in their athletic capacities and possibilities. When these differences were realized, new policies were formulated. These new policies were adjusted to meet the needs of the high school student.

From this point on state athletic associations began to appear. With several athletic programs in the schools and interstate competition, it became apparent that a central control of athletics was needed to standardize the athletic programs, that is putting forth scholastic

regulations, age, previous play requirements, transfer, amateur standing and other criteria.

The first cooperative effort of states to control high school athletics was the original Midwest Federation of State High School Athletic Associations, formed in 1920.<sup>1</sup> The Iowa High School Athletic Association was a charter member of The Midwest Federation. The Midwest Federation of State High School Athletic Associations in turn led to the National Federation of State High School Athletic Associations, established in 1923.<sup>2</sup>

The National Federation and the American Association for Health, Physical Education and Recreation in a joint meeting drew up athletic principles and recommended that these principles be followed very closely by all directors of athletics, coaches, and schools.

Any sound athletic program includes a means for exploring many fields of activity. The perfectly timed and coordinated activities by which an individual, or a team, strives to achieve a definite objective is an exemplification of cooperation and efficiency. A sound athletic program provides a mixture of benevolent restrictions and freedom; of mental growth and physical development; of liberties and restraints.<sup>3</sup>

Appendix A includes the recommendations of the National Federation of High School Athletic Associations and the American Association

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<sup>1</sup>Ibid., p. 10.

<sup>2</sup>Bucher, op. cit., p. 349.

<sup>3</sup>National Federation of State High School Athletic Associations, National Federation of State High School Athletic Associations Official Handbook (Chicago: National Federation of State High School Athletic Association, 1967), p. 44.

for Health, Physical Education and Recreation for an athletic program to be of maximum effectiveness.

Athletics are growing and receiving much attention in high schools. Its role, the forms of, the question of all students and the levels of instruction all present pro and con arguments for athletics. From the time of conception of high school athletics to the present, educators throughout the nation have sought the role of athletics in our educational system.

Many of these questions were answered in 1954 when the Educational Policies Commission made a statement about high school athletics. This statement may be found in Appendix B.

Both the "Cardinal Principles of Athletics" and the statement by the Educational Policies Commission make mention of the importance of values and ethical behavior. The greatest responsibility the coach has to his players is the highest standards of ethical conduct and responsibility. His ideals must be strong and not open to compromise.

The importance of ethical behavior on the part of members of the education profession must be stressed. Since they are working in a much more informal atmosphere than the regular classroom teacher, the coach may have a greater influence on the attitudes and reactions of the young people they are in contact with. Thus, their personal values must be at such a level as to develop honest and fair behavior through participation in games and sports.

Athletics is one of the vital means of education. Every experience leaves a behavior deposit in the habits and attitudes of the individual. Learning to be generous, kind, fair, friendly, and tolerant

when participating is essential to the learning experience. When an individual strongly desires to win a game and learns to temper this desire by the higher control of fairness, or tolerance, or generosity, he has acquired favorable traits that lead to good citizenship in a community or nation.

The student-athletes do not arrive at this condition of acceptable behavior patterns alone. When coaches miss the chance to be excellent examples, when parents neglect to support ethical decisions and when citizens generally excuse poor behavior in professional sports and place winning above everything else, this is when persons fail to exemplify the kinds of behavior that is taught in responsible teaching.<sup>1</sup>

Thus the educational value of athletics depends upon the quality of leadership. The coaches are then responsible for determining the value system which will be acquired by the athlete.<sup>2</sup>

There are several special aspects of the coaching profession. First of all, coaching differs from teaching in the regularly scheduled and required classroom or physical education instruction. Athletics is an elective course in the school program. Many high schools and athletic organizations limit the length of time during which the boys may pursue a particular sport. Most schools require that a boy meet certain scholastic standards before he is permitted to elect the advanced skill course.

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<sup>1</sup>Jesse Feiring Williams, The Principles of Physical Education (Philadelphia: W. B. Saunders Company, 1959), p. 27.

<sup>2</sup>Charles A. Bucher and Ralph K. Dupee, Jr., Athletics in Schools and Colleges (New York: The Center for Applied Research in Education, Inc., 1965), p. 49.

Secondly, athletics is an advanced course. The membership on athletic squads is generally conceded to those youngsters of higher skill levels. Often times boys who lack skill are kept on the squad, however it is generally the coach's prerogative to release the less talented from the squad. It is the assumption that the varsity squad time should be devoted to the more promising students in the athletic skills. Physical education classes, intramurals, junior varsity teams, and the like, offer the basic and intermediate courses. The coach, more often than not, has the responsibility of conducting these courses.

These courses are very important and must not be slighted by the coach. They involve the physical welfare of much of the total group as well as the incubation of future varsity athletes. The best results occur when the beginners and the intermediate group are taught separately rather than carry them all on the varsity squad.

The third aspect which distinguishes sports from other classes is that of motivation. The motivation tends to be much higher. Little energy is needed to arouse interest in an activity which the community, the radio, the newspapers, and schoolmates endow with such prestige. The coach often times actually has to chase the boys off the practice court at the end of formal practice. Spare time, week-ends, and holidays are spent by boys in sports, few other subjects hold such interest.

Fourthly, is the frequent examination of the teaching results. No other segment of school life is as frequently submitted to the public for appraisal as athletics are. The regular game submits the boys and the coach to public examination of its results, public inspiration

toward higher levels of achievement, and public censure for the lack of achievement.<sup>1</sup>

Coaches must keep in mind the importance of healthy public relations. Since the events of the interscholastic athletic program have such a wide interest appeal, the athletic staff is in a position to set the tone of the school's relationship to the public. Thus, coaches and physical educators will want to disseminate information equally to all channels of the public media of communications, and to maintain a friendly, courteous, and cooperative attitude toward all concerned.

In releasing news to the public, the coach should observe these principles in the interest of good public relations and in the interest of sound educational practices:

1. Avoid highly emotional statements about the abilities of individual players, the team's prospects, and the evaluation of an opponent.
2. Avoid giving undue emphasis to a player's injuries.
3. Avoid making excuses for poor performance and failure to win.
4. Stress team play and the contribution of all players to the success of the team.<sup>2</sup>

An area which is in the midst of much controversy today is that of a sound approach to coaching salaries. Educators today are becoming more aggressive in taking a role in setting the conditions under which they will work. Since coaching is carried on in addition to other school responsibilities, the picture is more complex.

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<sup>1</sup>Lawther, op. cit., pp. 5-7.

<sup>2</sup>Maryhelen Vannier and Hollis F. Fait, Teaching Physical Education in Secondary Schools (Philadelphia: W. B. Saunders, 1957), p. 342.



The two most popular means of compensating coaches is the lock step method of payment and the percentage plan.

The lock step method of payment, which is used by many large cities, insures that all coaches of a sport are given the same payment regardless of ability and experience. There is no attempt made to reward the superior coach with high pay.<sup>1</sup>

In the percentage plan each coach receives a specific percentage of his teaching salary for carrying out an after-school assignment in the areas of intramurals and sports. The more complex and responsible the program, the higher percentage is rewarded the coach.<sup>2</sup>

Mauro, in a study of salary policies of Class AA high schools in Iowa, found that 73 per cent of the high schools used the lock step method of payment for the teaching of athletics. Thirteen per cent of the schools used the percentage method of payment and 11 per cent reported using the annual increment method of payment for the teaching of athletics.<sup>3</sup>

The coach should be aware of his personal limitations with respect to complete knowledge of the game. He must constantly try to improve his knowledge of the game by keeping current on pertinent literature, through graduate study, by attending coaching clinics, and by watching

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<sup>1</sup>Joseph McKenney, "Suggested Plans for Extra Pay," Administration of High School Athletics (December, 1962).

<sup>2</sup>H. G. Oestreich, "Extra Pay for Extra Service," American School Board Journal (September, 1965), 11-12.

<sup>3</sup>Dominic R. Mauro, "Salary Policies for the Teaching of Selected Sports in Class AA Schools of Iowa" (unpublished Master's Field Report, Drake University, Des Moines, 1967), p. 42.

college and professional sports. He should do everything in his command to promote an interest in the game, aid in the development of equipment, and safeguard the welfare of his players. The coach should endeavor to improve the game in his community in every way, for example, by sponsoring clinics and by inviting leading personalities of the game to visit the school. It is vital that the coach study, analyze, and experiment with every aspect of the game. He should be enthusiastic, energetic, industrious and work tirelessly to advance his sport.<sup>1</sup>

According to Neal, the coach should have the following functions and competencies:

The athletic coach should be qualified to plan an athletic program based on understanding the relation of physical education, including athletics, to the purposes and objectives of education in American Democracy including: the fundamental interrelatedness of the instructional program in physical education; the intramural program; the interscholastic activities program in meeting diverse needs of pupils. He should provide learning experiences in motor activities. He should assist in teaching and in rendering service in related areas of the curriculum. The athletic coach should be qualified to: administer school and department policies; maintain appropriate discipline; promote and maintain desirable teacher-student relations. He should understand legal responsibilities. The athletic coach should also be qualified to assume and maintain responsibilities as a member of the school faculty by: participating actively in faculty meetings; appreciate the values and importance of professional growth; maintain membership in representative professional education organizations.<sup>2</sup>

Preliminary professional training is but one aspect of effective teaching. A poorly screened inferior college student who graduates with a major in health and physical education and enters the teaching

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<sup>1</sup>Frank McGuire, Offensive Basketball (New York: Prentice-Hall, Inc., 1958), p. 1.

<sup>2</sup>J. G. Neal, "Professional Preparation of Athletic Coaches in the Public Schools of Minnesota," Research Quarterly, XXVIII (May, 1957), 177.

profession will not perform the job demanded. The general public is awakening to the fact that better trained teachers do produce the best educational results. Bucher states that today's young teachers who are entering the coaching profession are greater in number and superior in their competencies, in skills, knowledges, and attitudes as leaders than those of a decade or two ago.

In 1947 there were 65,000 physical educators in the United States. Today this number has grown to more than 200,000.<sup>1</sup> The physical education profession must continue to discourage the unfit from entering the profession, and at the same time help the inadequate teachers to improve their teaching skills. Each professional leader is obligated to do his best and contribute to the growth and improvement of the field.

Teachers, no matter the area of specialization, are leaders of the people and not public servants. Consequently each must be well selected, highly trained and anxious to grow professionally. Educators then must be willing to make physical and financial sacrifices to further their chosen field. As physical educators and coaches they must assist and lead others to a higher degree of fitness, skill, and happiness. Through united group action much can and will be accomplished, for the betterment of each individual student, teacher and society.<sup>2</sup>

In order to make physical education and athletics a strong profession, Bucher has stated goals to be achieved. These may be found in Appendix C.

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<sup>1</sup>Bucher, op. cit., p. 736.

<sup>2</sup>Vannier and Fait, op. cit., p. 396.

All of the articles reviewed indicated the importance of athletics in our educational system. However, athletics are only as good as the leaders. Thus, the American public is demanding a more qualified leadership. Today's athletic directors and coaches must then be better professionally prepared, realize the importance of their ethical behavior and be aware of their overall responsibility to the youth of America.

## CHAPTER III

### ANALYSIS OF DATA

#### I. RESPONSE TO THE QUESTIONNAIRE

The questionnaire method was used to gather data for this study. The questionnaire was validated by 40 Class A high school boys basketball coaches and then mailed to the 128 Class AA boys basketball coaches in the high schools of Iowa. There was a response of 97 questionnaires or a 77.3 per cent return.

#### II. RESULTS

Table I shows the age groups of the Class AA basketball coaches. The ages range from 20 years to 54 years. Those coaches between the ages of 30 to 34 years comprised the largest group with 27.8 per cent of the total, while the smallest representation was one 24 year old coach. The mean age for the Class AA basketball coach is 33.3 years of age.

Table II shows the number of children the Class AA basketball coaches have. The range in the number of children is from none to six in the Class AA basketball coaches family. Of those reporting, those coaches with 3 children make up the largest group with 33.6 per cent of the total. Those coaches with six children represented 2.1 per cent or the smallest group.

TABLE I

THE AGE GROUPS OF THE CLASS AA  
BASKETBALL COACHES

Age	Number of Responses	Per Cent
20 to 24	1	1.0
25 to 29	24	24.7
30 to 34	27	27.8
35 to 39	24	24.7
40 to 44	14	14.6
45 to 49	4	4.1
50 to 54	3	3.1
Total	97	100.0
Mean	33.3	

TABLE II

THE NUMBER AND PER CENT OF CHILDREN  
IN CLASS AA BASKETBALL COACHES  
FAMILIES

Children	Number of Responses	Per Cent
0	5	5.3
1	14	14.5
2	23	23.8
3	33	33.6
4	14	14.5
5	6	6.2
6	2	2.1
7 and over	0	0.0
Total	97	100.0
Mean	2.6	

Table III indicates the highest education degree attained by the Class AA basketball coaches in Iowa. Those whose highest education degree is a Bachelor of Arts degree represented the largest per cent with 37.1 of the total, while those coaches with the Master of Arts degree represented 36.1 per cent of the total. The smallest group, 10.3 per cent, of coaches represented had attained the Master of Science in Education degree. None of the coaches responding to the questionnaire had attained the Specialist degree, the Doctor of Education or the Doctor of Philosophy degree.

Table IV is in reference to the undergraduate majors of the Class AA basketball coach. The 97 responding coaches provided 111 responses which indicates that 14.4 per cent of the coaches have a double major. The majority of the coaches, 68.5 per cent, have a physical education undergraduate major. Sociology and industrial arts majors each have .9 per cent of the total and represent the smallest group.

Table V indicates the teaching minors of the Class AA basketball coaches. The 97 coaches who answered the questionnaire provided 149 responses; 52 coaches or 53.7 per cent of the coaches have more than one teaching minor field. The social science minor, the largest minor field, represented 25.5 per cent of the total while business education and physiology, 2.0 per cent each, represent the smallest minor teaching fields.

Table VI indicates the number of undergraduate semester hours completed in physical education by the Class AA basketball coaches.



TABLE III

THE HIGHEST EDUCATION DEGREE ATTAINED  
BY CLASS AA BASKETBALL COACHES

Degree	Number of Responses	Per Cent
B. A.	36	37.1
B. S. E.	16	16.5
M. S. E.	10	10.3
M. A.	35	36.1
Specialist	0	0.0
Ed. D.	0	0.0
Ph. D.	0	0.0
Total	97	100.0

TABLE IV

THE UNDERGRADUATE MAJORS OF  
CLASS AA BASKETBALL  
COACHES

Major	Number of Responses	Per Cent
Physical Education	76	68.5
Social Science	12	10.8
Business Education	7	6.3
History	6	5.4
Mathematics	4	3.6
Biology	2	1.8
Economics	2	1.8
Sociology	1	.9
Industrial Arts	1	.9
Total	111	100.0

TABLE V

THE UNDERGRADUATE MINORS OF  
CLASS AA BASKETBALL  
COACHES

Minor	Number of Responses	Per Cent
Social Science	38	25.5
History	20	13.4
Physical Education	19	12.8
Biology	16	10.7
General Science	13	8.7
English	9	6.0
Safety Education	8	5.4
Mathematics	8	5.4
Industrial Arts	8	5.4
Foreign Language	4	2.7
Business Education	3	2.0
Physiology	3	2.0
Total	149	100.0

TABLE VI

UNDERGRADUATE SEMESTER HOURS COMPLETED  
IN PHYSICAL EDUCATION BY CLASS AA  
BASKETBALL COACHES

Hours	Number of Responses	Per Cent
15 to 19	7	7.2
20 to 24	13	13.4
25 to 29	9	9.3
30 to 34	21	21.6
35 to 39	13	13.4
40 to 44	14	14.4
45 to 49	6	6.2
50 to 54	4	4.1
55 and over	10	10.3
Total	97	99.9

Those coaches who had completed between 30 and 34 semester hours comprised the largest percentage with 21.6 per cent. Four of the coaches responding to the survey, 4.1 per cent of the total, have completed between 50 and 54 undergraduate semester hours in physical education.

Table VII indicates the number of graduate semester hours the Class AA coaches have completed in physical education. The distribution ranged from 44.3 per cent of the coaches having completed no graduate semester hours in physical education to 1 per cent of the coaches completing over 40 graduate semester hours in physical education.

Table VIII indicates the major area of concentration in graduate school by the Class AA basketball coaches in Iowa. Physical education is the main area of concentration with 40.2 per cent of the total while business education and science each represent 1 per cent of the total. From the data gathered, 13.4 per cent of the coaches gave no indication of their major area of concentration in graduate school.

Table IX indicates the number of years the Class AA basketball coaches served as an assistant basketball coach. The majority of the coaches surveyed, 53.6 per cent, never served as an assistant basketball coach. The smallest group represented, 4.1 per cent, were those coaches who served between 7 and 9 years as an assistant basketball coach.

Table X indicates the number of years the Class AA coaches have served as head basketball coaches. The largest group are those coaches with over 16 years experience as a head basketball coach. They comprise 20.6 per cent of the total. The smallest group represented, 12 coaches or 12.3 per cent, have from 7 to 9 years experience as a head basketball coach.

TABLE VII

GRADUATE SEMESTER HOURS COMPLETED IN  
PHYSICAL EDUCATION BY CLASS AA  
BASKETBALL COACHES

Hours	Number of Responses	Per Cent
0	43	44.3
1 to 9	17	17.5
10 to 19	8	8.2
20 to 29	17	17.5
30 to 39	11	11.3
40 and over	1	1.0
Total	97	99.8

TABLE VIII

MAJOR AREA OF CONCENTRATION IN  
GRADUATE SCHOOL BY CLASS AA  
BASKETBALL COACHES

Major Area	Number of Responses	Per Cent
Physical Education	39	40.2
School Administration	20	20.6
Guidance and Counseling	8	8.2
History	7	7.2
Education	2	2.1
Mathematics	2	2.1
Psychology	2	2.1
Social Science	2	2.1
Business Education	1	1.0
Science	1	1.0
No Indication	13	13.4
Total	97	100.0

TABLE IX

NUMBER OF YEARS SERVED AS AN ASSISTANT  
BASKETBALL COACH BY CLASS AA  
BASKETBALL COACHES

Years Served	Number of Responses	Per Cent
0	52	53.6
1 through 3	33	34.0
4 through 6	8	8.2
7 through 9	4	4.1
10 and over	0	0.0
Total	97	99.9



TABLE X

NUMBER OF YEARS SERVED AS A HEAD  
BASKETBALL COACH BY CLASS AA  
BASKETBALL COACHES

Years Served	Number of Responses	Per Cent
1 through 3	15	15.5
4 through 6	16	16.5
7 through 9	12	12.3
10 through 12	15	15.5
13 through 15	19	19.6
16 and over	20	20.6
Total	97	100.0

Table XI indicates the number of years coaching experience in all sports, that the Class AA basketball coaches have completed. Thirty-three coaches indicated that they have completed between 6 and 10 years coaching experience. These coaches represent 34 per cent of the total. The smallest representation was 3.1 per cent of the coaches with more than 20 years experience.

Table XII indicates the number and per cent of Class AA basketball coaches that have assistant coaches. The largest group, 35.1 per cent of the coaches, has but one assistant coach. The smallest representation are those with more than three assistants, 4.1 per cent of the total. However, from the data gathered, seven coaches indicated that they did not have an assistant coach.

Table XIII indicates the sports in which the Class AA basketball coaches lettered while in high school. Basketball was by far the leader in this area with 99 per cent of the coaches earning letters in basketball while in high school. Seventy coaches or 72.2 per cent of the total earned baseball letters. Swimming and cross-country each represent 1 per cent of the total.

Table XIV indicates the letters earned in basketball by the Class AA basketball coaches while in high school. From the 97 responses, 37.1 per cent lettered three times, 34.0 letter two times, 22.7 per cent lettered four times, and 5.1 per cent of the coaches earned one letter in basketball while in high school. One coach indicated that he did not earn a basketball letter while in high school.

Table XV indicates the number of letters earned in baseball by the Class AA basketball coaches of Iowa while in high school. Those

TABLE XI

IN ALL SPORTS, YEARS OF COACHING  
EXPERIENCE BY CLASS AA  
BASKETBALL COACHES

Years Experience	Number of Responses	Per Cent
0 through 5	16	16.5
6 through 10	33	34.0
11 through 15	28	28.9
16 through 20	17	17.5
21 and over	3	3.1
Total	97	100.0

TABLE XII

NUMBER AND PER CENT  
OF ASSISTANT  
COACHES

Number of Assistants	Number of Responses	Per Cent
0	7	7.2
1	34	35.1
2	32	32.9
3	20	20.6
4 and over	4	4.1
Total	97	99.9

TABLE XIII

SPORTS IN WHICH CLASS AA BASKETBALL  
COACHES LETTERED IN  
HIGH SCHOOL

Sport	Number of Responses	Per Cent
Basketball	96	99.0
Baseball	70	72.2
Football	55	57.3
Track	47	48.5
Tennis	7	7.2
Golf	3	3.1
Swimming	1	1.0
Cross-country	1	1.0

TABLE XIV

LETTERS EARNED IN BASKETBALL BY  
CLASS AA BASKETBALL COACHES  
WHILE IN HIGH SCHOOL

Times Lettered	Number of Responses	Per Cent
0	1	1.0
1	5	5.1
2	33	34.0
3	36	37.1
4	22	22.7
Total	97	99.9

TABLE XV

LETTERS EARNED IN BASEBALL BY  
CLASS AA BASKETBALL COACHES  
WHILE IN HIGH SCHOOL

Times Lettered	Number of Responses	Per Cent
0	27	27.8
1	10	10.3
2	16	16.5
3	20	20.6
4	24	24.7
Total	97	99.9

coaches who did not letter in baseball while in high school represent 27.8 per cent of the total while the smallest representation, 10.3 per cent, lettered once.

Table XVI indicates the letters earned in football by the Class AA basketball coaches while in high school. From the data gathered, 42 of the 97 provided questionnaires or 43.3 per cent of the coaches did not earn football letters while in high school. The smallest representation was 8.2 per cent of the coaches earning four football letters.

Table XVII indicates the letters earned by the Class AA basketball coaches in track while in high school. The majority, 51.5 per cent, of the coaches did not earn track letters while in high school. The smallest representation were those coaches who earned one letter and four letters. Each represent 8.2 per cent of the total.

Table XVIII indicates the sports in which the Class AA basketball coaches lettered in while in college. From the 97 coaches answering the questionnaire, 69.1 per cent lettered in basketball. Golf and cross-country each represent 3.1 per cent of the total.

Table XIX indicates the letters earned by Class AA basketball coaches in basketball while in college. The largest percentage, 35.1 per cent, did earn basketball letters while in college. Four coaches, the smallest representation, or 4.1 per cent indicated they earned one college basketball letter.

Table XX indicates the letters earned by Class AA basketball coaches in baseball while in college. The majority of the coaches,



TABLE XVI

LETTERS EARNED IN FOOTBALL BY  
CLASS AA BASKETBALL COACHES  
WHILE IN HIGH SCHOOL

Times Lettered	Number of Responses	Per Cent
0	42	43.3
1	10	10.3
2	21	21.6
3	16	16.5
4	8	8.2
Total	97	99.9

TABLE XVII

LETTERS EARNED IN TRACK BY CLASS AA  
BASKETBALL COACHES WHILE  
IN HIGH SCHOOL

Times Lettered	Number of Responses	Per Cent
0	50	51.5
1	8	8.2
2	15	15.5
3	16	16.5
4	8	8.2
Total	97	99.9

TABLE XVIII

SPORTS IN WHICH CLASS AA BASKETBALL  
COACHES LETTERED IN  
COLLEGE

Sport	Number of Responses	Per Cent
Basketball	63	69.1
Baseball	33	34.0
Football	27	27.8
Track	23	23.7
Tennis	4	4.1
Golf	3	3.1
Cross-country	3	3.1
Did not letter	14	14.4

TABLE XIX

LETTERS EARNED IN BASKETBALL BY  
CLASS AA BASKETBALL COACHES  
WHILE IN COLLEGE

Times Lettered	Number of Responses	Per Cent
0	34	35.1
1	4	4.1
2	17	17.5
3	22	22.7
4	20	20.6
Total	97	100.0

TABLE XX

LETTERS EARNED IN BASEBALL BY  
CLASS AA BASKETBALL COACHES  
WHILE IN COLLEGE

Times Lettered	Number of Responses	Per Cent
0	64	65.9
1	6	6.2
2	14	14.4
3	8	8.2
4	5	5.1
Total	97	99.8

65.9 per cent, did not earn college baseball letters. Five coaches indicated earning four college baseball letters. This represents 5.1 per cent of the total.

Table XXI indicates the letters earned in football while in college by the Class AA basketball coaches. The largest representation, 72.2 per cent, did not earn a letter in football while in college. Four coaches or 4.1 per cent of the total indicated they lettered three times in football, this was the smallest representation.

Table XXII indicates the letters earned in track by the Class AA basketball coaches while in college. From the data gathered, the majority of the coaches, 76.3 per cent, indicated that they did not earn a track letter in college. Four coaches or 4.1 per cent, the smallest representation, indicated they earned three track letters while in college.

Table XXIII indicates the average number of classes taught per day by the Class AA basketball coaches. Forty-five or 46.4 per cent of the coaches indicated they taught five classes per day. Five coaches or 5.2 per cent indicated they did not teach any classes. These coaches were involved in either guidance and counseling or administrative work. The smallest representation, 4.1 per cent, indicated that they taught either two or six and more classes per day.

Table XXIV indicates the professional organizations to which the Class AA basketball coaches belong. The majority of the coaches, 78.3 per cent, indicated they were members of the Iowa State Education Association. Membership in the National Education Association was indicated by 57.7 per cent of the coaches. Fifteen or 15.5 per cent

TABLE XXI

LETTERS EARNED IN FOOTBALL BY  
CLASS AA BASKETBALL COACHES  
WHILE IN COLLEGE

Times Lettered	Number of Responses	Per Cent
0	70	72.2
1	7	7.2
2	9	9.3
3	4	4.1
4	7	7.2
Total	97	100.0

TABLE XXII

LETTERS EARNED IN TRACK BY CLASS AA  
BASKETBALL COACHES WHILE  
IN COLLEGE

Times Lettered	Number of Responses	Per Cent
0	74	76.3
1	5	5.1
2	8	8.2
3	4	4.1
4	6	6.2
Total	97	99.9



TABLE XXIII

AVERAGE NUMBER OF CLASSES TAUGHT  
PER DAY BY CLASS AA  
BASKETBALL COACHES

Classes Per Day	Number of Responses	Per Cent
0	5	5.2
1	0	0.0
2	4	4.1
3	6	6.2
4	33	34.0
5	45	46.4
6 and over	4	4.1
Total	97	100.0

TABLE XXIV

PROFESSIONAL ORGANIZATIONS TO WHICH  
CLASS AA BASKETBALL  
COACHES BELONG

Organization	Number of Responses	Per Cent
Iowa State Education Association	77	78.3
National Education Association	56	57.7
Local Associations	23	23.7
American Association for Health, Physical Education and Recreation	15	15.5
Teacher Unions	3	3.1
Iowa Association for Health, Physical Education and Recreation	1	1.0
American Personnel and Guidance Association	1	1.0
National Vocational Guidance Association	1	1.0
National Business Education Association	1	1.0
Iowa Business Education Association	1	1.0
Non-members	14	14.4

of the coaches indicated membership in the American Association for Health, Physical Education and Recreation. Membership in the Iowa Association for Health, Physical Education and Recreation, the American Personnel and Guidance Association, the National Business Education Association, and the Iowa Business Education Association each represent 1 per cent of the total. Fourteen or 14.4 per cent of the coaches indicated they did not belong to any professional organizations.

Table XXV indicates the number of coaching clinics the Class AA basketball coaches attended in 1967. Those coaches who attended one clinic represent 36.1 per cent of the total, while those coaches who attended two clinics represent 31.9 per cent of the total. Attendance to five and six clinics last year each represent 2.1 per cent of the total.

Table XXVI indicates the professional literature to which the Class AA basketball coach subscribes. Those coaches who responded to the questionnaire indicated that 95.9 per cent subscribed to Scholastic Coach. The coaches indicated that 78.4 per cent subscribe to the Athletic Journal. One coach or 1 per cent of the total indicated subscribing to Golf Digest. Four coaches or 4.1 per cent do not subscribe to any professional literature.

Table XXVII indicates the civic or service organizations to which the Class AA basketball coaches belong. The majority of the coaches, 72.1 per cent, indicated that they did not belong to any civic or service organization. The smallest representation with 1 per cent of the total was membership in the Rotary Club.

TABLE XXV

THE NUMBER OF COACHING CLINICS  
ATTENDED IN 1967 BY CLASS AA  
BASKETBALL COACHES

Number of Clinics	Number of Responses	Per Cent
0	7	7.2
1	35	36.1
2	31	31.9
3	15	15.4
4	5	5.2
5	2	2.1
6	2	2.1
7 and over	0	0.0
Total	97	100.0

TABLE XXVI

THE PROFESSIONAL LITERATURE  
SUBSCRIBED TO BY CLASS AA  
BASKETBALL COACHES

Professional Literature	Number of Responses	Per Cent
Scholastic Coach	93	95.9
Athletic Journal	76	78.4
Coaching Clinic	18	18.6
Journal of Health, Physical Education and Recreation	15	15.4
Coach and Athlete	7	7.2
Coaches Book Club	7	7.2
Research Quarterly	6	6.2
Golf Digest	1	1.0
Do not subscribe	4	4.1

TABLE XXVII

THE CIVIC OR SERVICE ORGANIZATIONS  
TO WHICH CLASS AA BASKETBALL  
COACHES BELONG

Organization	Number of Responses	Per Cent
Lions Club	9	9.3
Athletic Clubs	6	6.2
Junior Chamber of Commerce	5	5.2
American Legion	4	4.1
Elks Club	4	4.1
Kiwanis	3	3.1
Rotary Club	1	1.0
Non-members	70	72.1

Table XXVIII indicates the extra compensation and the per cent of Class AA basketball coaches that are grouped in a particular extra compensation range. Those coaches who receive between 600 and 800 dollars for coaching basketball comprise 36.1 per cent of the total. From the 97 reporting coaches, the smallest representation, 2.1 per cent, receive between 200 and 400 dollars for their basketball coaching duties.

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TABLE XXVIII

EXTRA COMPENSATION RECEIVED BY  
CLASS AA BASKETBALL COACHES  
FOR COACHING BASKETBALL

Extra Compensation	Number of Responses	Per Cent
\$200 to \$400	2	2.1
400 to 600	8	8.2
600 to 800	35	36.1
800 to 1000	24	24.7
1000 to 1200	14	14.4
1200 to 1400	3	3.1
1400 to 1600	11	11.3
1600 and over	0	0.0
Total	97	99.9



## CHAPTER IV

### SUMMARY AND RECOMMENDATIONS

The purpose of this study was to determine the professional status of the boys basketball coach in the Class AA high schools in Iowa. The study pertained to the characteristics, standards, and ethics of the coaching profession.

From the data gathered, the Class AA coach is between the ages of 30 and 34 years, married and the father of three children. The Bachelor of Arts degree is the highest education degree attained by 37.1 per cent of the coaches, however 36.1 per cent of the coaches indicated that the Master of Arts was the highest education degree attained.

The largest per cent, 68.5, of coaches have a major in physical education at the undergraduate level, while 25.5 per cent indicated a social science minor at the undergraduate level.

Those who have completed between 30 and 34 semester hours of undergraduate work in physical education make up the largest percentage, 21.6 per cent. However, at the graduate level, the responding coaches indicated that 44.3 per cent had not attained any graduate semester hours in physical education. From the data gathered, 40.2 per cent of the coaches indicated that physical education was or would be their major area of concentration in graduate school.

The majority of the coaches, 53.6 per cent never served as an assistant basketball coach. Those coaches with more than 15 years

served as a head basketball coach represent 20.6 per cent of the total. In all sports, the greatest per cent, 34.0, indicated they have between 6 and 10 years coaching experience.

A large majority, 72.7 per cent, of the coaches indicated that they have an assistant coach, with the largest per cent, 35.1, indicating having one assistant.

While in high school, 99 per cent of the Class AA basketball coaches earned a basketball letter, 37.5 per cent of the coaches lettering three times. Earning letters in basketball while in college were 69.1 per cent of the coaches, with 34.9 per cent earning three letters.

Forty-five or 46.4 per cent of the surveyed coaches indicated they taught at least five class periods per day.

The majority of the coaches, 78.3 per cent, are members of the Iowa State Education Association, with 57.7 per cent indicating membership in the National Education Association. The largest representation at one coaching clinic last year was 36.1 per cent. Ninety-three coaches subscribe to Scholastic Coach, while 78.4 per cent indicated subscribing to the Athletic Journal. Seventy coaches or 72.1 per cent of the 97 responding coaches do not belong to civic or service organizations.

Those Class AA basketball coaches who receive between 600 and 800 dollars, 36.1 per cent, for coaching basketball comprise the largest percentage of responding coaches.

## RECOMMENDATIONS

As a result of the findings of this study, the following recommendations are made:

1. That a similar study be conducted to determine the professional status of the Class A basketball coach.
2. That studies be made to determine the professional status of the head coaches of various high school sports.
3. That a study be made to determine the relationship between the coaches of the various high school sports.

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## BIBLIOGRAPHY

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## APPENDIX

## APPENDIX A

## CARDINAL PRINCIPLES OF ATHLETICS

1. Be closely coordinated with the general instructional program and properly articulated with other departments of the school.
2. Be sure that the number of students accommodated and the educational aims achieved justify the use of tax funds for its support and also justify use of other sources of income, provided the time and attention which is given to the collection of such funds is not such as to interfere with the efficiency of the athletic program or of any other department of the school.
3. Be based on the spirit of non-professionalism so that participation is regarded as a privilege to be won by training and proficiency and to be valued highly enough to eliminate any need for excessive use of adulatory demonstrations or of expensive prizes or awards.
4. Confine the school athletic activity to events which are sponsored and supervised by the proper school authorities so that exploitation or improper use of prestige built up by school teams or members of such teams may be avoided.
5. Be planned so as to result in opportunity for many individuals to explore a wide variety of sports, and in reasonable season limits for each sport.
6. Be controlled so as to avoid the elements of professionalism and commercialism which tend to grow up in connection with widely publicized "bowl" contests, barnstorming trips, and interstate or intersectional contests which require excessive travel expense or loss of school time or which are bracketed with educational travel claims in an attempt to justify privileges for a few at the expense of decreased opportunity for many.
7. Be kept free from the type of contest which involves a gathering of so-called "all-stars" from different schools to participate in contests which may be used as a gathering place for representatives of certain colleges or professional organizations who are interested in soliciting athletic talent.
8. Include training in conduct and game ethics to reach all non-participating students and community followers of the school teams in order to insure a proper understanding and appreciation of the sports skills and of the need for adherence to principles of fair play and right prejudices.



9. Encourage a balanced program of intramural activity in grades below the ninth to make it unnecessary to sponsor contests of a championship nature in these grades.
10. Engender respect for the local, state, and national rules and policies under which the school program is conducted.

## APPENDIX B

## EDUCATIONAL POLICIES COMMISSION STATEMENT ON ATHLETICS

We believe in athletics as an important part of the school physical education program. We believe that the experience of playing athletic games should be a part of the education of all children and youth who attend school in the United States.

Participation in sound athletic programs, we believe, contributes to health and happiness, physical skill and emotional maturity, social competence and moral values.

We believe that cooperation and competition are both important components of American life. Athletic participation can help teach the values of cooperation as well as the spirit of competition.

Playing hard and playing to win can help to build character. So also do learning to "take it" in the rough tumble of vigorous play, experiencing defeat without whimpering and victory without gloating, and disciplining oneself to comply with the rules of the game and of good sportsmanship.

Athletics may also exemplify the value of the democratic process and of fair play. Through team play, the student athlete often learns how to work with others for the achievement of group goals. Athletic competition can be a wholesome equalizer. Individuals on the playing field are judged for what they are and for what they can do, not on the basis of the social, ethnic, or economic group to which their families belong.

We believe that school athletics are a potential educative force of great power that is not used so much as it should be and that is too often misused. We believe that concerned efforts should be made by school personnel and by other citizens to capitalize more effectively on the potential values in school athletics.

## APPENDIX C

BUCHER'S SUGGESTIONS TO MAKE PHYSICAL EDUCATION AND  
ATHLETICS A STRONG PROFESSION

1. Physical education must have members within its ranks who are well prepared for their work.
2. Physical education must have members within its ranks who wish to render a service to mankind.
3. Physical education must have members within its ranks who believe in and practice excellent performance.
4. Physical education must have members within its ranks who have formulated a sound philosophy of physical education and are articulate in communicating this philosophy to others.
5. Physical education must have members within its ranks who have high standards of ethical conduct.
6. Physical education must have members within its ranks who play an active part in professional organizations.
7. Physical education must formulate a body of knowledge that clearly establishes the fact that this field of endeavor involves a highly specialized intellectual technique.
8. Physical education must clearly show that the service it renders is unique to this field and capable of being effectively performed only by its qualified members.

## APPENDIX D

THE PROFESSIONAL STATUS OF BASKETBALL COACHES IN  
IOWA CLASS AA HIGH SCHOOLS, 1968

## Questionnaire

Please check or fill in the blank as it applies to you. If you feel the answer needs further explanation, please feel free to comment.

1. Name of person completing questionnaire \_\_\_\_\_.
2. Name of high school \_\_\_\_\_.
3. Your age is \_\_\_\_\_ years.
4. Are you married? Yes ( ) No ( )
5. Number of children. \_\_\_\_\_
6. The highest degree you have attained is the B. A. ( ) B. S. E. ( )  
M. S. E. ( ) M. A. ( ) Ed. D. ( ) Ph. D. ( )  
Others \_\_\_\_\_
7. College or university attended \_\_\_\_\_.  
\_\_\_\_\_  
State college or university ( ) Private college or university ( )
8. What are your undergraduate majors? \_\_\_\_\_.  
\_\_\_\_\_.
9. What are your undergraduate minors? \_\_\_\_\_.  
\_\_\_\_\_.
10. Number of undergraduate semester hours you have completed in physical education. \_\_\_\_\_
11. Number of graduate semester hours you have completed in physical education. \_\_\_\_\_
12. Major area of concentration in graduate school. \_\_\_\_\_  
\_\_\_\_\_

13. Number of years served as an assistant basketball coach: 0 ( )  
1 to 3 ( ) 4 to 6 ( ) 7 to 9 ( ) 10 to 12 ( )  
13 to 15 ( ) Over 15 ( )
14. Number of years served as head basketball coach:  
1 to 3 ( ) 4 to 6 ( ) 7 to 9 ( ) 10 to 12 ( )  
13 to 15 ( ) Over 15 ( )
15. In all sports, how many years coaching experience have you completed? \_\_\_\_\_
16. Do you have an assistant coach in basketball? Yes ( ) No ( )
17. Sports in which you lettered in high school: Basketball ( )  
Football ( ) Baseball ( ) Track ( ) Swimming ( )  
Tennis ( ) Golf ( ) Others \_\_\_\_\_.
18. Numbers of times you lettered in each sport in high school:  
Basketball \_\_\_\_\_ Football \_\_\_\_\_ Baseball \_\_\_\_\_ Track \_\_\_\_\_  
Swimming \_\_\_\_\_ Golf \_\_\_\_\_ Tennis \_\_\_\_\_ Others \_\_\_\_\_.
19. Sports in which you lettered in college: Basketball ( )  
Football ( ) Baseball ( ) Track ( ) Swimming ( )  
Tennis ( ) Golf ( ) Others \_\_\_\_\_.
20. Number of times you lettered in each sport in college:  
Basketball \_\_\_\_\_ Football \_\_\_\_\_ Baseball \_\_\_\_\_ Track \_\_\_\_\_  
Swimming \_\_\_\_\_ Tennis \_\_\_\_\_ Golf \_\_\_\_\_ Others \_\_\_\_\_.
21. Average number of classes taught per day is: 0 ( ) 1 ( )  
2 ( ) 3 ( ) 4 ( ) 5 ( )  
Others \_\_\_\_\_.
22. Professional organization to which you belong: ISEA ( ) NEA ( )  
AAHPER ( ) Others \_\_\_\_\_.
23. Number of coaching clinics you attended last year: 0 ( ) 1 ( )  
2 ( ) 3 ( ) 4 ( ) 5 ( ) 6 ( )  
Others \_\_\_\_\_.
24. Professional literature subscribed to: Journal of Health, Physical Education and Recreation ( ) Research Quarterly ( )  
Athletic Journal ( ) Scholastic Coach ( )  
Others \_\_\_\_\_.
25. Civic or service organizations you belong to are: Lions Club ( )  
Chamber of Commerce ( ) Junior Chamber of Commerce ( )  
Rotary Club ( ) Kiwanis Club ( )  
Others \_\_\_\_\_.
26. Do you receive release time for your coaching rather than extra compensation? Yes ( ) No ( )

27. Extra compensation for coaching basketball: None ( )  
\$1 to \$199 ( ) \$200 to \$400 ( ) \$400 to \$600 ( )  
\$600 to \$800 ( ) \$800 to \$1000 ( ) \$1000 to \$1200 ( )  
\$1200 to \$1400 ( ) \$1400 to \$1600 ( ) Over \$1600 ( )

## APPENDIX E

Cedar Rapids, Iowa  
November 22, 1968

Dear Sir:

Enclosed you will find a questionnaire which I am using in conducting a study on the professional status of boy's basketball coaches in Class "AA" high schools in Iowa. The study is being made to fulfill a partial requirement for the degree, Master of Science in Education at Drake University.

It would greatly be appreciated if you would fill out the enclosed questionnaire and return it at your earliest convenience. I will treat the material in the most impersonal manner, and will not refer to any individual or school in the study. Enclosed you will find a stamped addressed envelope, please use this envelope to return the questionnaire.

If you indicate an interest in the study, I will be glad to mail you a summary of these data.

Thank you very much for your time and cooperation.

Sincerely,

Duane Kramer  
Basketball Coach  
La Salle High School

## APPENDIX F

## 1968-69 CLASS AA HIGH SCHOOLS

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. Albia                     | 24. Cherokee Washington         |
| 2. Algona                    | 25. Clarinda                    |
| 3. Algona Garrigan           | 26. Clarion                     |
| 4. Ames                      | 27. Clear Lake                  |
| 5. Anamosa                   | 28. Clinton                     |
| 6. Ankeny                    | 29. Council Bluffs Lincoln      |
| 7. Atlantic                  | 30. Council Bluffs St. Albert's |
| 8. Audubon                   | 31. Council Bluffs Jefferson    |
| 9. Bettendorf                | 32. Cresco Crestwood            |
| 10. Bloomfield, Davis County | 33. Creston                     |
| 11. Boone                    | 34. Davenport Assumption        |
| 12. Burlington               | 35. Davenport Central           |
| 13. Burlington, Norte Dame   | 36. Davenport West              |
| 14. Carroll Kuemper          | 37. Decorah                     |
| 15. Cedar Falls              | 38. Denison                     |
| 16. Cedar Rapids Jefferson   | 39. Des Moines Dowling          |
| 17. Cedar Rapids Kennedy     | 40. Des Moines East             |
| 18. Cedar Rapids LaSalle     | 41. Des Moines Hoover           |
| 19. Cedar Rapids Regis       | 42. Des Moines Lincoln          |
| 20. Cedar Rapids Washington  | 43. Des Moines North            |
| 21. Centerville              | 44. Des Moines Roosevelt        |
| 22. Chariton                 | 45. Des Moines Technical        |
| 23. Charles City             | 46. DeWitt Central              |



- |                             |                              |
|-----------------------------|------------------------------|
| 47. Dubuque                 | 73. Jefferson                |
| 48. Dubuque Wahlert         | 74. Keokuk                   |
| 49. Dyersville Beckman      | 75. Knoxville                |
| 50. Eagle Grove             | 76. LeMars                   |
| 51. Eldridge North Scott    | 77. Lewis Central            |
| 52. Emmetsburg              | 78. Manchester West Delaware |
| 53. Epworth Western Dubuque | 79. Maquoketa                |
| 54. Estherville             | 80. Marion                   |
| 55. Fairfield               | 81. Marshalltown             |
| 56. Forest City             | 82. Mason City               |
| 57. Fort Dodge              | 83. Mason City Newman        |
| 58. Fort Dodge St. Edmond's | 84. Monticello               |
| 59. Fort Madison            | 85. Mount Pleasant           |
| 60. Gilbertville Don Bosco  | 86. Muscatine                |
| 61. Glenwood                | 87. Nevada                   |
| 62. Grinnell                | 88. New Hampton              |
| 63. Hampton                 | 89. Newton                   |
| 64. Harlan                  | 90. Oelwein                  |
| 65. Hull Western Christian  | 91. Orange of Waterloo       |
| 66. Humboldt                | 92. Osage                    |
| 67. Independence            | 93. Osceola                  |
| 68. Indianola               | 94. Oskaloosa                |
| 69. Iowa City               | 95. Ottumwa                  |
| 70. Iowa City Regina        | 96. Pella                    |
| 71. Iowa City West          | 97. Perry                    |
| 72. Iowa Falls              | 98. Prairie of Cedar Rapids  |

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|---------------------------|-------------------------|
| 99. Red Oak               | 114. Tama               |
| 100. St. Ansgar           | 115. Turkey Valley      |
| 101. Saydel               | 116. Urbandale          |
| 102. Sheldon              | 117. Van Horne          |
| 103. Shenandoah           | 118. Vinton Washington  |
| 104. Sioux City Central   | 119. Washington         |
| 105. Sioux City East      | 120. Waterloo Columbus  |
| 106. Sioux City Heelan    | 121. Waterloo East      |
| 107. Sioux City Riverside | 122. Waterloo West      |
| 108. Southeast Polk       | 123. Waukon             |
| 109. Spencer              | 124. Waverly-Shell Rock |
| 110. Spirit Lake          | 125. Webster City       |
| 111. Starmont             | 126. West Des Moines    |
| 112. State Center         | 127. West Union         |
| 113. Storm Lake           | 128. Winterset          |